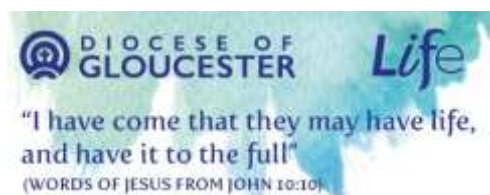


# **Model Policy for Religious Education in Church of England Primary Schools**

## **Guidance from the Diocese of Gloucester's Board of Education**

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**Written in partnership with SW Area Diocesan Advisors**

## Contents

<b>Legal Position of Religious Education in School.....</b>	<b>3</b>
<b>The Church Of England’s Statement of Entitlement .....</b>	<b>3</b>
<b>Religious Education and the School’s Christian Vision.....</b>	<b>4</b>
<b>Religious Education Intent .....</b>	<b>4</b>
<b>School Approach to Religious Education.....</b>	<b>4</b>
<b>Organisation &amp; Time Allocation.....</b>	<b>5</b>
<b>Assessment/Recording &amp; Reporting.....</b>	<b>5</b>
<b>Responsibilities for RE in School.....</b>	<b>5</b>
<b>The Right of Withdrawal from Religious Education .....</b>	<b>6</b>
<b>Managing the Right of Withdrawal .....</b>	<b>6</b>
<b>APPENDIX TWO – Assessment Tools.....</b>	<b>9</b>
<b>RE Subject Leader End of Year Summary.....</b>	<b>13</b>

## Introduction

Schools/academies should note that where 'school' appears in the document it can be substituted for 'academy' as appropriate.

This suggested policy could be used as a template for governing bodies of Church of England schools in the Diocese of Gloucester to discuss, amend and adopt in the light of their unique school context before being signed by the Chair of Governors.

Text in red is for guidance purposes and should not be included in the policy.

<b>Name of School:</b>
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## Legal Position of Religious Education in School

Religious Education is unique in the curriculum as it is neither a core or foundation subject. In the 1988 Education Act it states, 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils'.

Either:

..... is a Church of England Voluntary Controlled School and therefore follows the Gloucestershire Agreed Syllabus for Religious Education 2017 – 2022 /South Gloucestershire Agreed Syllabus for Religious Education 2016-2021 (delete as appropriate)

Or:

..... is a Church of England Voluntary Aided School therefore the provision of Religious Education must be in accordance with the school's Trust Deed. The Governors, in accordance with the Head Teacher, have decided to adopt the Gloucestershire Agreed Syllabus for Religious Education 2017 – 2022/South Gloucestershire Agreed Syllabus for Religious Education 2016-2021 (delete as appropriate)

Or:

..... is a Church of England Academy therefore Religious Education is provided in line with the funding agreement and the academy follows the Gloucestershire Agreed Syllabus for Religious Education 2017 – 2022/South Gloucestershire Agreed Syllabus for Religious Education 2016-2021 (delete as appropriate)

In a Church of England Academy the requirements for Religious Education are specified in the funding agreement for that academy. For a VA school that converts to academy status the model funding agreement specifies that an academy with a particular religious designation must provide RE in accordance with the tenets of the particular faith specified in the designation. Foundation or Voluntary Controlled schools with a religious designation that convert to academy status must arrange for RE in accordance with the Locally Agreed Syllabus.

## The Church of England's Statement of Entitlement

The Church of England's *Statement of Entitlement* outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE.

It begins by stating: *Religious Education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10) It will help to educate for dignity and respect encouraging all to live well together.* Quoting from the Church of England's Vision for Education: Deeply Christian, Serving the Common Good, it continues *Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.*

Full details of this document can be found in Appendix One.

## Religious Education and the School's Christian Vision

### The School's Vision:

Building on these themes, RE in this school contributes to the outworking of our vision by ....

Outline how your school's Christian vision is a driver for the RE in your school and the impact this has.

## Religious Education Intent

The intent of Religious Education at ..... School is to ...

Outline the intent of RE in your school. Ideas could be taken from Religious Education in English Schools: non-statutory guidance 2010, the Church of England Statement of Entitlement or from the Agreed Syllabus.

## School Approach to Religious Education

In line with all church schools, this school has duty to provide accurate knowledge and understanding of religions and world views.

Amend and extend as appropriate.

A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the Statement of Entitlement, teaching and learning in RE in this school will provide:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to SMSC development

## Organisation & Time Allocation

This will include how RE is delivered i.e. as a discrete subject or part of topic work or humanities etc: what religions are taught at each Key Stage, how much time per week/term who is spent on RE in each Key Stage and other operational information such as where resources are stored etc.

In accordance with the structure of Gloucestershire Agreed Syllabus/South Gloucestershire Agreed Syllabus we have agreed that:

In the Foundation Stage pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year.

At Key Stage 1 pupils study Christianity, Judaism and Islam. RE will be taught for at least for 36 hours over the year. Clarify if this will be in discrete weekly lessons or as RE days etc

At Key Stage 2 pupils study Christianity, Judaism, Hinduism and also consider non-religious worldviews. RE will be taught for at least for 45 hours over the year. Clarify if this will be in discrete weekly lessons or as RE days etc

## Assessment/Recording & Reporting

The Gloucestershire Agreed Syllabus for Religious Education 2017-2022/ South Gloucestershire Agreed Syllabus for Religious Education 2016-2021 (delete as appropriate) sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as outlined in the syllabus.

Schools should refer to their own assessment policies and link to RE as appropriate. Reference may be made to the Diocesan assessment guidance tools that can be found in Appendix Two.

Schools are required to report on standards in RE, how the school does this should be included in the policy. For example:

School reports are sent home in the summer term of each year and the RE report is written with reference to assessment records as well as pupils' individual work. (update in line with school's reports to parents policy)

## Responsibilities for RE in School

The **subject leader** is responsible for overseeing the teaching and learning of religious education in the school. The role includes: (amend as appropriate)

- Ensuring personal subject knowledge and expertise are kept up-to-date by participating in CPD for RE and share good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- Supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and be able to discuss impact and standards
- Contributing to the SIAMS self evaluation process particularly around Strand 7

The Head Teacher and Governors make sure: (amend as appropriate)

- RE has a high profile within the curriculum

- All pupils make progress in achieving the learning outcomes of the RE curriculum
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- Those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- Teachers newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- Clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress

### **The Right of Withdrawal from Religious Education**

It is hoped that in a Church of England School it will not be necessary for any pupils to be withdrawn from RE. However, we recognise that this may sometimes be necessary. The school policy should therefore state clearly how that withdrawal will be managed.

At ..... School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns and anxieties about the policy, provision and practice of religious education at our school.

### **Managing the Right of Withdrawal**

The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.

- Outside arrangements for RE are allowed as long as the LA SACRE (VC schools) or diocese (VA schools) is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

Other generic statements the school would normally include in any curriculum policy eg links to other policies

**Approval/review by governing body**

**Headteacher signed:** **Date:**

**Chair of Governors signed:** **Date:**

**Date of next review:** **Date:**

**APPENDIX ONE – Statement of Entitlement**

<https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf>



# Guidance Document

## Section I – Assessment Tools

**Proformas for end of unit relating to each strand**

**RE leader's overview document for end of year**

## RE Assessment: Making sense of Belief

*Please use child's initials in all boxes*

<b>Class:</b>		<b>Teacher:</b>			
<b>Year Group/s:</b>	<b>Boys:</b>	<b>Girls:</b>	<b>Teacher's role eg class teacher/PPA/HLTA</b>		
<b>Pupil premium children:</b>			<b>SEND children:</b>		
<b>Looked after children:</b>			<b>Disadvantaged children:</b>		
<b>UNIT NAME</b>					
Those pupils are working at age related are:	<b>Secure – Pupils are able to...</b> Copy making sense of belief outcomes in focus				
	<b>'On Track' for Age Related Expectations:</b>				
For some their ability to complete outcomes are:	<b>Developing</b> Pupils are not yet able to complete all of the above.		<b>Exceeding</b> Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.		
			<b>Evidence of excellence</b> Give examples of above		
Contextual issues eg variety of teachers/ clashes with violin lessons etc					
Pupils who are of specific concern,					
Class Teacher response and next steps					
RE Co-ordinator/ leader response to this data and next steps to inform T&L					
Percentage of developing		Percentage 'On track'		Percentage at exceeding	

## RE Assessment: Understanding the Impact

*Please use child's initials in all boxes*

<b>Class:</b>		<b>Teacher:</b>			
<b>Year Group/s:</b>	<b>Boys:</b>	<b>Girls:</b>	<b>Teacher's role eg class teacher/PPA/HLTA</b>		
<b>Pupil premium children:</b>			<b>SEND children:</b>		
<b>Looked after children:</b>			<b>Disadvantaged children:</b>		
<b>UNIT NAME</b>					
Those pupils are working at age related are:		<b>Secure – Pupils are able to...</b> <i>Copy making sense of belief outcomes in focus</i>			
		<b>'On Track' for Age Related Expectations:</b>			
For some their ability to complete outcomes are:		<b>Developing</b> <i>Pupils are not yet able to complete all of the above</i>		<b>Exceeding</b> <i>Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.</i>	
				<b>Evidence of excellence</b> <i>Give examples of above</i>	
Contextual issues eg variety of teachers/ clashes with violin lessons etc					
Pupils who are of specific concern,					
Class Teacher response and next steps					
RE Co-ordinator/ leader response to this data and next steps to inform T&L					
Percentage of developing			Percentage 'On track'		
			Percentage at excellent		

## RE Assessment: Making Connections

*Please use child's initials in all boxes*

<b>Class:</b>		<b>Teacher:</b>			
<b>Year Group/s:</b>	<b>Boys:</b>	<b>Girls:</b>	<b>Teacher's role eg class teacher/PPA/HLTA</b>		
<b>Pupil premium children:</b>			<b>SEND children:</b>		
<b>Looked after children:</b>			<b>Disadvantaged children:</b>		
<b>UNIT NAME</b>					
Those pupils are working at age related are:	<b>Secure – Pupils are able to... Copy making sense of belief outcomes in focus</b>				
	<b>'On Track' for Age Related Expectations:</b>				
For some their ability to complete outcomes are:	<b>Developing</b> Pupils are not yet able to complete all of the above		<b>Exceeding</b> Pupils use their knowledge and understanding to complete all skills above and exceed the tasks asked of them.		
			<b>Evidence of excellence</b> Give examples of above		
Contextual issues eg variety of teachers/ clashes with violin lessons etc					
Pupils who are of specific concern,					
Class Teacher response and next steps					
RE Co-ordinator/ leader response to this data and next steps to inform T&L					
Percentage of developing		Percentage 'On track'		Percentage exceeding	

## RE Subject Leader End of Year Summary

<b>Class</b>	<b>% on track</b>	<b>% developing</b>	<b>% exceeding</b>
<b>Making sense of Belief</b>			
<b>Understanding Impact</b>			
<b>Making Connections</b>			
<b>OVERALL</b>			
<b>Vulnerable group 1</b> (bespoke to schools' context)			
<b>Comments:</b>			
<b>Vulnerable Group 2</b>			
<b>Comments</b>			
<b>Vulnerable Group 3</b>			
<b>Comments</b>			
<b>Pupil Voice Quotes on RE</b>			
<b>Examples of excellence</b>			

To be read in conjunction with school development plan, SEF and action plan for RE